

The More We Get Together

D A7 D

The more we get to - geth - er, to - geth - er, to - geth - er, The

D A7 D

more we get - to - geth - er, the hap - pi - er we'll be For

9

your friends are my friends, and my friends are your friends. The

13

more we get to - geth - er the hap - pi - er we'll be.

THE MORE WE GET TOGETHER (Tune is Did You Ever See a Lassie?)

SINGING

The more we get together, together, together
The more we get together, the happier we'll be
For your friends are my friends, and my friends are your friends
The more we get together, the happier we'll be.
Sing the song using gestures, hand signs Do and Sol for "The and More."
Gesture with arms out on "your friends"
Gesture toward ownself with arms on "my friends"
Make eye contact with someone on "your friends"
Walk to the beat of the song and do the body movements described. At the end of the song, stop and be by a partner. Face your partner and put the two names into the song: "There's Cindy with Sammy and Sammy with Cindy"
The more we get together, the happier we'll be.
Sing the song again and stop beside a different partner at the end of the song.
Older students will enjoy playing the TANGLE NAME GAME.

Standing circle of students

Sing song, The more we get together, together, together, The more we get together, the happier we'll be

Leader starts – There's Tom with Betty(those two join hands)

Choose a person close to you and don't let go!

Slow down the song and put in all the names, connecting hand by hand until all are joined.

NEW CHALLENGE – Sing "Oh, we are all untangling.....untangling our mess."

Get untangled while not letting go of hands.

PLAYING

Use the autoharp. This is a two chord song. In the key of D Major, use the D Chord and the A7 Chord. Sing and listen for the chord change places. Try what the students suggest. How does it sound? Does it fit? Where did the changes occur in the song?

CREATING

Take this song and a box of classroom instruments. Divide students into groups. Have students choose instruments and create arrangements to accompany the singing of the song. The autoharp could be added with chord accompaniment.

Students should write down their arrangements using symbols so they can share and remember their ideas.

LISTENING

This is a delightful tune for mapping. A music map is a line that represents the flow or movement of music. A map begins, continues, and ends when the song ends.

Students make their own maps of the song, then follow their maps while singing. They can read each others' maps. One student can show the class how his map goes and they all follow this one map.

CURRICULUM INTEGRATION – Social Studies, Language Arts, Math, Visual Art
Study about the family, autobiographies, "All About Me" units

Write about families, what we do together, what we enjoy, vacation times together

Graph how many boys and girls are in the class

Make self-portraits- Read THE RELATIVES CAME by Cynthia Rylant, 1985